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pelangi **BAHASA**

Kumpulan Tulisan Persembahan Hari Ulang Tahun ke-75
Prof. Dr. H. Paturungi Parawansa, Februari 2012

PELANGI BAHASA

Kumpulan Tulisan
Persembahan Hari Ulang Tahun ke-75
Prof. Dr. H. Paturungi Parawansa

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dan juga selamat atas usia ke-75 tahun Paturungi Pawansa.

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KATA PENGANTAR

DEKAN FAKULTAS BAHASA DAN SASTRA UNIVERSITAS NEGERI MAKASSAR

Puji dan syukur kita panjatkan ke hadirat Allah Swt. yang senantiasa melimpahkan rahmat-Nya kepada kita semua. Buku Pelangi Bahasa ini merupakan buku yang dipersembahkan untuk ulang tahun ke-75 Bapak Paturungi Parawansa. Marilah kita doakan agar kiranya beliau diberikan kesehatan dan umur panjang.

Atas nama Dekan Fakultas Bahasa dan Sastra Universitas Negeri Makassar, saya menyambut baik penerbitan buku Pelangi Bahasa. Buku ini berisi gagasan yang sangat baik yang ditulis oleh dosen di lingkungan Fakultas Bahasa dan Sastra UNM dan mantan mahasiswa Bapak Paturungi Parawansa. Saya berharap kiranya buku ini dapat menjadi referensi perkuliahan bagi para mahasiswa, baik mahasiswa program sarjana maupun program pascasarjana.

Penerbitan buku untuk momentum tertentu merupakan tradisi akademik yang sangat baik. Sebagai praktisi akademik, setiap momentum hendaknya di maknai dalam konteks akademik. Oleh karena itu, di masa mendatang hal seperti ini akan terus diupayakan. Penerbitan buku seperti ini sekaligus juga sebagai upaya memfasilitasi dosen untuk melahirkan karya akademik dalam rangka desiminasi ilmu pengetahuan.

Dalam kesempatan sambutan ini, saya ingin memberikan ucapan terima kasih kepada panitia yang telah bekerja keras mengumpulkan naskah, mengedit, dan menerbitkan buku ini. Meskipun waktu persiapan penerbitan sangat terbatas, namun berkat upaya panitia, akhirnya buku ini dapat hadir seperti keadaannya sekarang.

Terkhusus kepada Bapak Paturungi Parawansa, saya sampaikan selamat memasuki usia ke-75 tahun!

Akhirnya, kita berharap semoga buku ini memberikan pencerahan ilmu pengetahuan, terkhusus pendidikan bahasa. Amin!

Makassar, 27 Januari 2012

Dekan Fakultas Bahasa dan Sastra,

Dr. Kisman Salija, M. Pd.

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Dalam rangka memperingati ulang tahun yang ke-75 Prof. Dr. Paturungi Parawansa, Fakultas Bahasa dan Sastra (FBS) Universitas Negeri Makassar (UNM) berinisiatif memberi kado berupa penerbitan sebuah buku yang berisi tulisan dari pakar, dosen, kolega, dan mantan mahasiswa sebagai persembahan untuk kepentingan pengembangan ilmu pengetahuan, teknologi, dan seni. Hal ini juga akan menjadi sebuah tradisi akademik untuk mengenang jasa dari seorang tokoh pendidik di lingkungan FBS UNM.

Persembahan tulisan tersebut dikemas dalam sebuah buku yang diberi judul *Pelangi Bahasa*. Pemberian judul itu dilandasi oleh suatu pemikiran yang berdasarkan dari tema tulisan yang sangat beragam sehingga menimbulkan warna-warni pemikiran, baik dari hasil penelitian maupun konseptual tentang bahasa, sastra, dan budaya serta pembelajarannya. Keragaman itu juga menunjukkan bahwa sesungguhnya ilmu pengetahuan itu selalu bergerak dinamis sesuai dengan perkembangan.

Tulisan dalam buku ini ditulis oleh para pakar, dosen, dan guru yang telah berpengalaman, baik dari Jurusan Bahasa dan Sastra Indonesia maupun dari Jurusan Bahasa Inggris. Para penulis dalam buku ini, paling tidak pernah bersentuhan secara akademik dengan Prof. Dr. Paturungi Parawansa. Oleh karena itu, tulisan ini merupakan refleksi terhadap apa yang para penulis dapatkan setelah berinteraksi secara akademik dengan Prof. Dr. Paturungi Parawansa.

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Tim editor menyampaikan penghargaan dan ucapan terima kasih kepada para penulis yang berkenan menyumbangkan tulisannya sehingga buku ini dapat terwujud. Ucapan terima kasih dan penghargaan juga disampaikan kepada Rektor UNM dan Dekan FBS UNM yang mendukung penerbitan buku ini secara material. Akhirnya, kepada Prof. Dr. Paturungi Parawansa yang mendorong terwujudnya buku ini.

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Tim editor juga menyampaikan permohonan maaf kalau penerbitan buku ini masih banyak terdapat kekurangan. Semoga kehadiran buku ini akan memperkaya khazanah kepustakaan bahasa, sastra, dan budaya serta pembelajarannya. Buku ini diharapkan pula dapat menjadi salah satu referensi bagi dosen, guru, pakar, dan mahasiswa yang bergelut di bidang bahasa dan sastra Indonesia serta bahasa Inggris.

Makassar, 1 Februari 2012

Ketua Tim Editor,

Prof. Dr. Anshari, M.Hum.

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TEACHING SPEAKING THROUGH PROJECT-BASED LEARNING APPROACH

by

Kisman Salija

(Dean & Senior Lecturer of FBS UNM)

1. Introduction

The research aimed to explore the use of Project-Based Learning (PBL) in teaching speaking subject at university level. It covered the advantages and disadvantages of PBL in teaching speaking at tertiary level.

In Indonesian settings, such as university level where this research was done to look at how PBL can effectively improve English skills, this conscious effort takes a greater level of determination and understanding on the part of the teacher who initiates this conceptual leap. Traditionally, the teaching of English emphasizes the gaining of knowledge about the language rather than using language for general communicative purposes. In speaking, the emphasis is on lexis and word to word translation of contents (Kiato & Kiato:1995) rather than considering features of speaking that are important for communicating a message to listeners or other speakers. This has two very serious consequences for language learning. First of all,

language learning consequently does not activate meaningful contexts to help learners relate to them for effective learning. Secondly, because of the artificial use of language, the learners are deprived of genuine exposure to language use.

Besides this, the learning environments are heavily teacher-centred. Yet another area which needs to be highlighted is the existence of large classes, which results in lack of individual attention from teachers and also the lack of exposure to genuine language use. (Coleman. H; 1991 Sarwar Z: 2001).

Therefore, the question to be explore for the research as follows:

1. How is project based approach implemented in teaching speaking?
2. How university students responses to project do based approach in teaching speaking?

2. Concept of PBL

The George Lucas Educational Foundation (2005) provided concept of PBL as follows:

- a. Project-based learning is curriculum fueled and standards based.
- b. Project-based learning asks a question or poses a problem that each student can answer.
- c. Project-based learning asks students to investigate issues and topics addressing real-world problems while integrating subjects across the curriculum.
- d. Project-based learning is a method that fosters abstract, intellectual tasks to explore complex issues.

The PBL model used in this research differs from the usual practice in which project work (Global Educationnet, 1998; Coombe C & J.Kinny 1998; Weinnet,

2002; K Gerret: 1998) is built around the curriculum, its instructional objectives and its themes. However, the model in this research evolved gradually in an effort to solve the 'puzzles' while keeping the ground realities of the EFL teaching/ learning environment in view. Summmerised briefly, these include outdated and standardized syllabi and examination procedures; large classes; teacher-fronted classrooms promoting learner dependency and learners' lack of exposure to meaningful language use.

The operational definition of PBL as used in this research is that it is

“ a voluntary collaborative or individual process initiated by the teacher to provide EFL learners a meaningful use of the target language outside the classroom. The contents of the project may or may not relate to the learners' prescribed curriculum. The focal aims are to give them opportunities to become fluent and confident in using English by utilizing and expanding their existing language repertoire” (Sarwar 2000:)

3. Research Design

This is case study research on 40 university students taking speaking 3 subjects at the one of the state universities in Makassar. It will also describe the PBL model along with its operational definition and outline the procedures that were followed for data collection and analysis. The analysis will follow an systematic approach (Gall et all, 2005), in which numbers are used to understand issues and trends rather than be looked at as indicators to prove contentions.

4. Finding and Discussions

4.1. The Implementation of PBL in Speaking Subject

There were three stages in the implementation of PBL: preparation stage, implementation stage, and reflection stage.

In stage one of PBL, students are given choices to create a group. The members of the group are voluntarily chosen by themselves. This stage also involved the member of the group to focus on the problem of the speaking they encounter. The problem of that subject are given a theme by the group. They then focus on information gathering 'strategies'. Stage two brings into play organizing, sequencing, editing self/peer 'monitoring' skills. Stage three requires presentation skills and reflection, which then displaying and sharing with others, which can be termed as the 'development and execution of plans'.

The significance implementation of PBL focused on the speaking proficiency which covers excellent grammatical application, difference ranges of vocabulary, pronunciation, and fluency. Those proficiency level are based on the students responses as shown below:

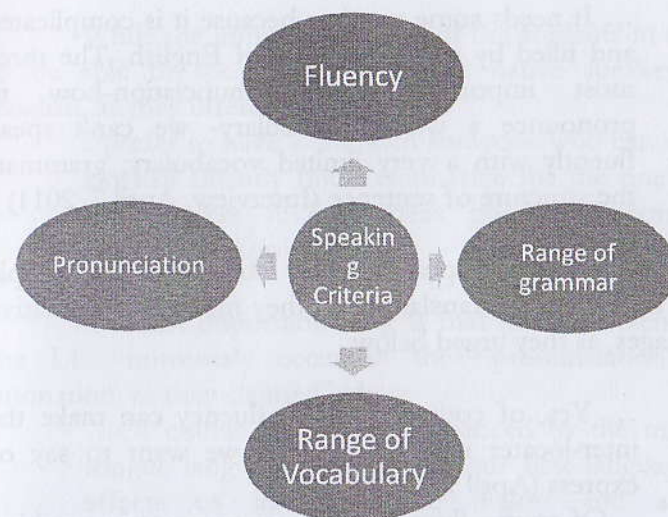


Diagram 1: Speaking proficiency criteria

Fluency

The students' views on this matters cover:

- a. The ways to speak fluently
- b. The importance of fluency speaking
- c. Errors in *fluency speaking*
- d. The choice of speaking
- e. The influence of L1 (mother tongue) to L2 (foreign language)

The fluency speaking will depend on the mood of the students as they said below:

... Contextually, it is depend of mood. if I have a good mod at the time when I speak, of course I can speak English fluently (Interview, April 7, 2011)

The important elements that support the speaking skill are that the students have to be able to pronounce the word correctly, as they explained below:

... It needs some requires because it is complicated and filled by some elements of English. The three most important are: pronunciation-how to pronounce a word; vocabulary- we can't speak fluently with a very limited vocabulary; grammar-the structure of sentence (Interview, April 7, 2011)

The fluency speaking does not mean that people have to be able to translate what they mean in their native languages, as they urged below:

... Yes, of course. Because fluency can make the inter-locater understand what we want to say or express (April 7, 2011).

...Of course fluency is important point in speaking English, why I said like that because today the most important skill in English is fluency. Why and what is fluency? As I know Fluency is the ability to speak and understand English quickly and easily without translation. Fluency means you can talk easily with native speakers, they easily understand you, and you easily understand them. In fact, you speak and understand instantly. That is why fluency is really important in English (April 7, 2011).

The most common errors found in speaking skills that student encountered are the use of incorrect grammar: As they expressed below:

... That's not good because fluency in here means that not only fast in speak but also how to apply grammar. Grammar is really important because it makes the listener can understand easily about our point (Interview, 7 April 2011).

While the important choice of the students in order to be able to speak fluently is the native speakers of English, as they uttered below:

I prefer to have a talk with someone who can speak English fluently but I emphasize for the one who can express his/her ideas good and correctly (Interview, April 7, 2011)

The last important thing is that the interference of the L1 normmaly occur in their pronunciation and intonation, as they claimed below:

...Of course it is really influenced by the mother tongue language because it's our first language. It affects us in intonation, dialect and accent (Interview, April 7, 2011).

The Use of different ranges of grammatical aspect of English

The use of correct grammar is paramount in English as the students said below:

- a. The use of correct grammar will help the message of the speaking which is understandable.
- b. The use of various grammatical aspects of English in speaking shows the speaker level of proficiency.
- c. The use of correct grammar will help listeners to understand the flow of speaking easily.

Different ranges of lexis

The participant believed that learning vocabulary is important as it is the most key to be success in English. There are some good ways to learn vocabulary, by memorizing words at least 9 until 12 words in a day, reading book so much, and listening to the native film or speak to your friends. To increase vocabulary, foreign language

learners at least 9 until 12 new vocabulary in a day can be memorized and to be practiced. In addition, listening to western films and speaking to the native speaker are the most influential elements to improve their speakings. Finally, idiomatic expression can be learned it in every day conversation. Start practicing it with your friends, practicing grammar sentence, at least they know how to say and use it in a simple dialogue.

Accuracy in pronunciation

The participants' reason why pronunciation is important to learn is that pronunciation is the one of language elements, beside structure and spelling. So that they can not speak good English without good pronunciation, and good pronunciation will help people to listen best. However, each speakers pronounce a word differently as one of the students said below:

"Ok, I know you are adult learner and of course you know how to learn the pronunciation. Pronunciation is also related to how you pronounce the word and it's also related with vocabulary. So, when you want to pronounce the word, you must looked up to dictionary and there are transcript that can help you to pronounce the word. And second way is listening to the native speaker voice and the best way to get good pronunciation is practicing (Interview, 8 April 2011)"

4.2. Students Responses of The Implementation of PBL

The students responses on the use of PBL in teaching speaking subject are categorized in the advantages and disadvantages of it, as follows

The Advantages of PBL

The learning process is enjoyable, as students said below:

I think this meeting is very enjoyable. We can share about the material with our friends. It's very challenge for me (N1).

This meeting (PBL) is very interesting. I can't be shy to speak in front of my friends. But sometimes, there is someone joking (-N2)

Make the student more interactive in discussion group (working together/pair in work-N3).

I think our meeting today is very interesting. Because, in here we can know some of important element of English. And then, we can share with the other. So, if there is someone don't know. So, in here they know it -N4).

I Think this really enjoying and interesting and we can share easily-N5).

This is very interesting and easier in study about something (N6).

The project based learning approach do improve the students self confidences, as they said below:

The advantage of this project is we can easily to speak and improve my confidently (N9).

We will not feel more nervous, because we only speak in a small group and we just talk in front of some friends (N11).

We can find the best answer for many problems (N10).

Increasing the student's self confidence in speaking (N12)

We can speak easily in front our friends (N13)

As a place for discussion, debate and face to face (N15)

We can't be stay if we want to speak in front of this forum (N15)

The PBL also improve the students speaking skill as the said below:

From this learning I get advantages my English in speaking is raising, I get some tips from my friends and people experience. If we learn like this I enjoy it and I feel relax so I can speak easier (N17)

It help us to improve our speak skill. (N18)

We can train to speaking with our friends and we can adding out vocabulary and adding our knowledge and so that, we can speak English fluently (N21)

The PBL is dynamic process as they said below:

More dynamic, we can learn not only one subject, but we can learn more than one. We can share with our friends if we don't know about our material. It's so fun study like this, and easy to apply (N24).

More dynamic, we can presentation material efficiently time, easy to share material each other, more enjoy and fun (N26).

The PBL encourage learners' autonomy, as students said below:

The advantage of this interview section is we can make active to study and sharing information to the other students without feel nervous. The advantage of this interview section is we can make active to study and sharing information to the other students without feel nervous. According to me, the advantages of interview sections are we care share and get more information's about the subject which want to are ask and we are more autonomy in designing questions and improving our speaking skill (N30).

The Disadvantages of PBL

There some of the disadvantages of PBL in speaking subjects as students said below:

- a. Lack of the participant students to response the speaker in front of the class.
- b. It is difficult to get point from explanation because the class is too crowded and large.
- c. This meeting is too relax.

5. Conclusion

There are several conclusions for the research as follows:

- a. Speaking proficiency covers grammar, vocabulary, pronunciation and fluency.
- b. The implementation of PBL involves three stages: preparation, implementation and reflection stages.
- c. The advantages of PBL are improving self confidence, creating learners autonomy, involving dynamics process, providing enjoyable learning and enhancing speaking skills, while the disadvantages

are too crowded, lack of participations and too relax.

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